

Standards-Based IEPs CEAA International Conference



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Why?



 National school reform via state and district curriculum standards

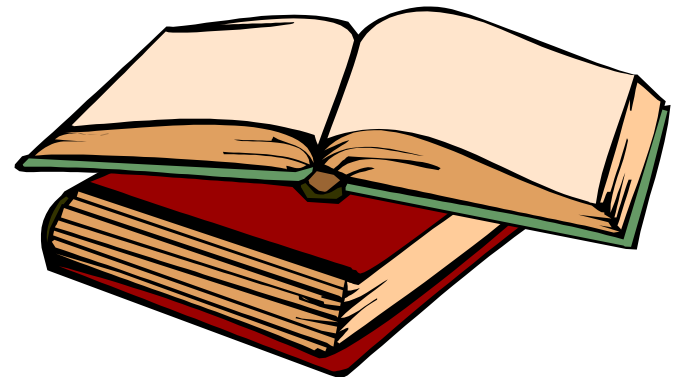
Educational accountability

- Students, teachers, school districts, and states are held accountable for what is taught and learned, as measured by assessments.



What is a Standards-Based IEP?

-  An instructional and planning tool that focuses on student's access to and participation in the general education curriculum
-  IEP addressing Arizona Academic Standards



State Board Rules-Policy

R7-2-401:

- (E)(3) Procedures shall include the incorporation of Arizona Academic Standards into the development of each IEP.
- IEP goals aligned with Arizona Academic Standards shall identify the specific level within the standard being addressed.

State Board Rules-Policy, Cont.

R7-2-401


- (E)(4) Each student with a disability shall participate in the Arizona Student Assessment Program (ASAP). The level at which a student will be assessed shall be documented on the student's IEP and shall be at least at the student's instructional level. The IEP team shall also document instructional and assessment adaptations.

AZ Academic Standards

 Standards defines what students should know and be able to do

- Functional (3-21 years)
- Readiness (kindergarten)
- Foundations (grades 1-3)
- Essentials (grades 4-8)
- Proficiency (grades 9-12)
- Distinction (honors)



 Performance objectives (PO) describe results of learning - what a student would do to show achievement of knowledge and skills

Standards and IEPs

Components of the IEP affected:

 PLEP


 Goals and Objectives or Benchmarks

 Adaptations (Accommodations and Modifications)


 State and District Assessments

 Least restrictive environment

IEP/ Life Planning

- 
- What do you know about the student's
- personal vision for his/her life
 - IEP team working collaboratively toward the success in attaining his/her personal goals
 - individual educational needs based on assessments, including vocational assessments and interest inventories
 - present level of educational performance (PLEP) in all areas, both strengths and needs

Present Level of Educational Performance (PLEP)

 Student's demonstrated abilities and needs in the general curriculum, functional knowledge and skills, behavior, nonacademic areas, transition




- Language arts, math, communication, comprehensive health, technology, workplace skills, daily living skills, community experiences, employment, adult living

Writing a Comprehensive PLEP

- Identifies student's abilities and deficiencies in knowledge and skill areas
- Includes level of AZ Academic Standards
- Describes how the disability affects involvement and progress in the general curriculum - for preschool, describes participation in appropriate activities
- Establishes a direct relationship with other components of the IEP

Comprehensive PLEP

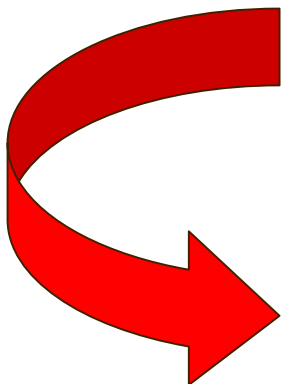
- 
- Provide a clear snapshot of the student's overall strengths and needs considering
- How the disability affects their involvement and progress in the general curriculum based on the Arizona Academic Standards
 - Academic/educational achievement and learning characteristics
 - Instructional levels in reading, writing and math
 - Social and emotional development, especially behaviors that impede learning

PLEP cont...

- Transition considerations for students no later than 14 years of age, based on interests, skills and abilities and what the student needs to successfully transition into adult life
- Physical development, including limited vitality and strength, physical skills and limitations related to the learning process
- Other environmental and instructional modifications necessary to address academic, social and physical needs
- Consideration of other factors

From PLEP to Service Development

PLEP




- Annual goals and objectives or benchmarks
- Service delivery plan - what services and supports are needed
- Adaptations for instruction and assessment
- Assessment level congruent with instructional level
- LRE - what setting is most appropriate to meet goals



Transition

14 Year Old

 Statement of transition service needs that focus on a proposed courses of study based on the interests, needs and preferences of the student prepare them for their desired post-school outcome (From PLEP).

Courses of study

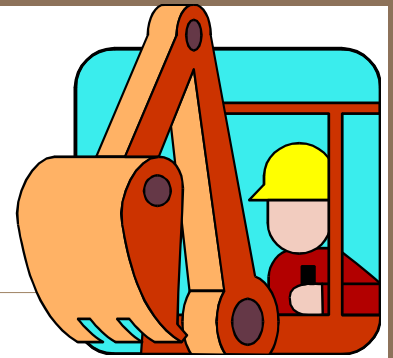
- may include required, elective, advanced placement, modified or specially designed courses, as well as other educational experiences in school or community
- are determined in the context of the student's desired post-school goals, strengths, functioning levels and need for accommodations and modifications.

Career Pathways

- 📄 Clusters of occupations/careers based on similar interests, talents and abilities requiring varying degrees of education/training within the pathway
- 📄 Career Pathways are for ALL students to help plan for their future based on their preferences
- 📄 Arizona identifies six (6) Career Pathways

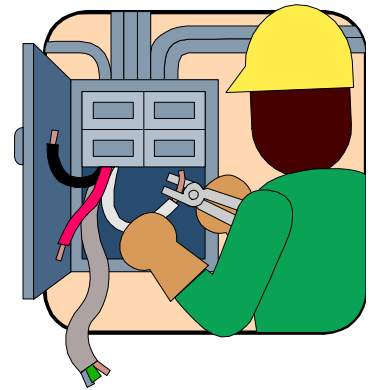


Career Clusters



 All occupations fall into one of the following career clusters:

- Arts/Communication/Humanities
- Business Systems
- Engineering/Industrial Systems
- Health Services
- Natural Resources
- Social/Human Services



How Do Career Pathways Help?

- Provide a long-term plan for students based on their individual preferences (learning styles, interests, skills, aptitude).
- Allow students to see the value in education in order to achieve their goals.
- Encourage students to develop a coordinated set of activities to successfully reach their potential and ultimately become productive citizens in their community (prison or society).



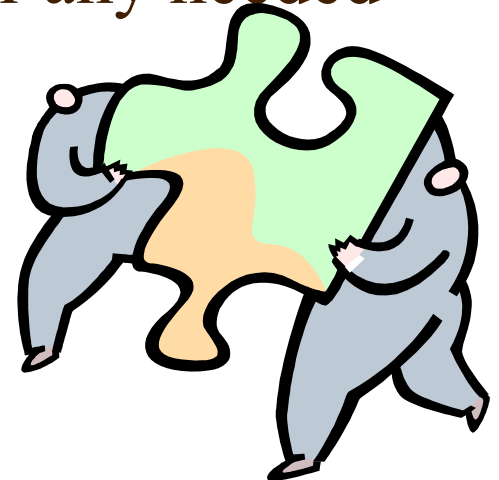
Transition Service Needs 14 Year Old.

- ☞ IEP team identifies the required courses leading to graduation or completion of a high school program, and ensures that courses and other educational experiences move the student toward his/her desired post-school goals.
- ☞ Long range educational planning through courses of study and educational experiences conducted for ALL students with disabilities beginning no later than age 14 and reviewed annually.
- ☞ Designed to augment, **not replace** statement of needed transition services (required at age 16)


Transition Services

16 Year Old

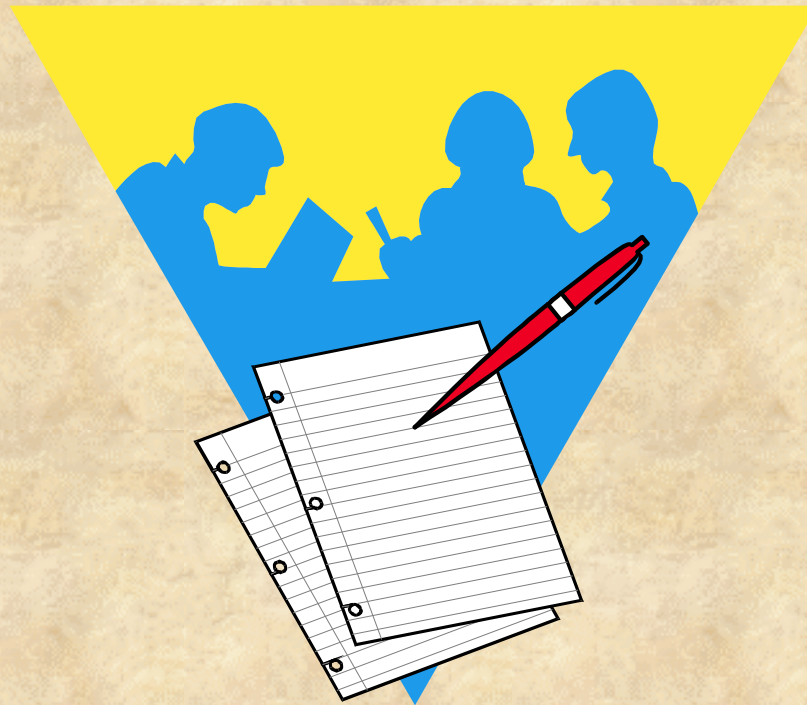
- ☞ **MUST** have courses of study in addition to school-to-adult life coordinated set of activities for 16 year old students
- ☞ IEP must include a statement of needed transition services, including, if appropriate, a statement of the interagency responsibilities or any needed linkages (300.347 (b)(2))



Statement of Needed Transition Services for 16 year olds

-  Transition services means a coordinated set of activities that
- are outcome oriented
 - based on the student's needs, preferences and interests
 - include instruction, related services, community experiences, employment or other post-school adult living objectives, and if appropriate, acquisition of daily living skills and functional vocational evaluation (300.29 (a))

Functional Vocational Evaluation and Student Led IEPs

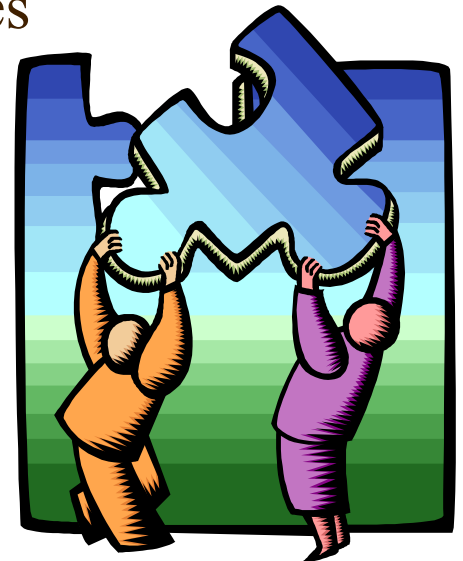


Functional Vocational Evaluation


Defined: systematic, ongoing process designed to help understand individuals vocational preferences and potential

Information included may be:

- career awareness/development activities
- interests/aptitudes
- learning style
- work habits and behavior
- personal and social skills
- self concept and moral development
- values and attitudes toward work



Benefits/Outcome of FVA

 Students generally emerge with an increased self-awareness and a better understanding of their skills and are able to:

- develop new and realistic career goals
- plan for the future
- show enthusiasm and interest in the possibilities
- show self-confidence
- show more interest in school and performance

 Develops a basis for self-advocacy

(see Nichcy Transition Summary)

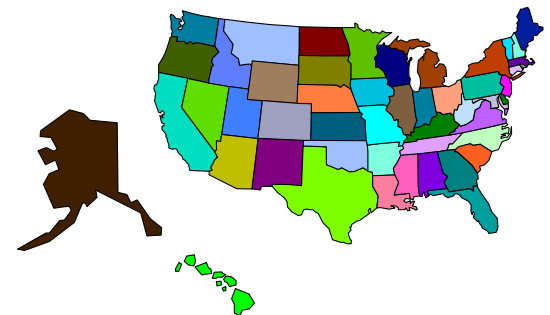
Student Led IEPs

Rationale:


- students learn more about their strengths and skills and are able to tell others
- learn more about their disability
- learn what accommodations and modifications will help them to be successful in life
- learn how to speak for themselves
- develop some of the skills necessary for self-determination and independent decision making
- learn about setting measurable goals and objectives

Student Led IEPs

- Focus on person-centered planning, which involves what the student wants for the future and then taking steps to ensure those goals are met.
- Mapping is a part of person-centered planning. It involves producing visual representations of people who can serve as supports for the student in the community.



Student Led IEPs


 Self-determination and self-advocacy are interrelated in that:

- self-determination involves making and implementing choices based on personal needs, interests and values
- self-advocacy involves actions that one takes on one's own behalf

Student Led IEPs

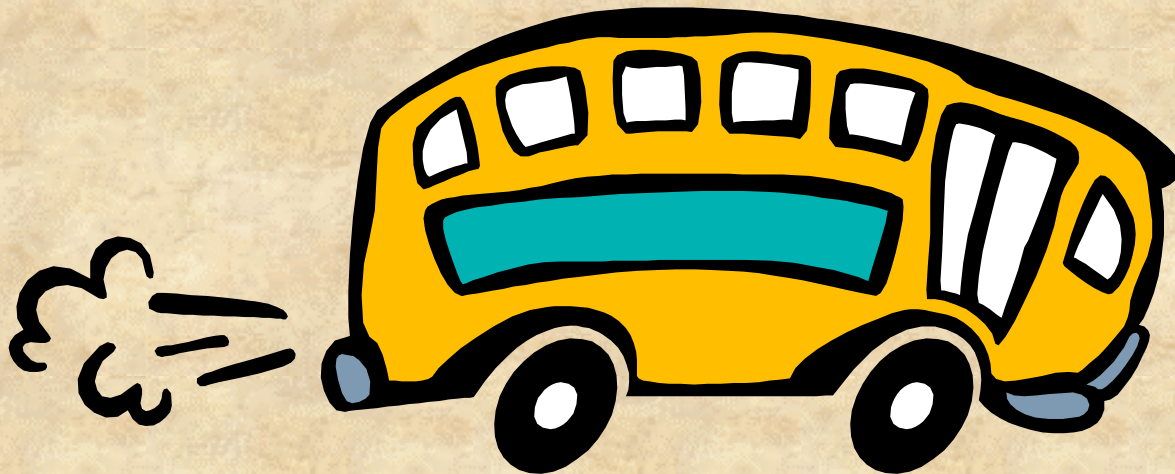
- Start slowly working in stages and increasing student responsibility as teacher comfort level increases.
- Teach self-advocacy skills to students as part of their specialized instruction.
- UPDATE:** An ADE-ESS requirement for FY 2001-02 as a measurable performance indicator (see PI) and adult inmate survey.

Transfer of Rights

 At least one year prior to the age of majority (age 18), the student and their parents were informed of the transfer of rights under Part B of IDEA- except for a student with a disability whose rights remain with a court appointed guardian (300.347 (7)(C))

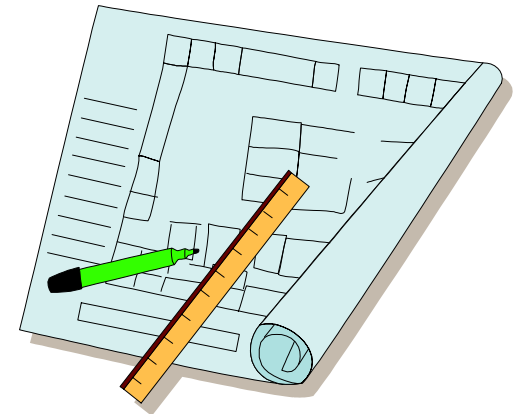


Delivery of Service



Measurable Annual Goal

- Specifies what the student can reasonably achieve within one year
- Aligned with Arizona Academic Standards
- A direct relationship to the PLEP and student needs identified in the PLEP
- States how the goal will be measured



Annual Goal



May have four elements:





- 1) Change in performance
 - e.g.: increase, decrease, classify, summarize
- 2) Area of change
 - e.g.: reading comprehension, listening and speaking
- 3) Criterion - establishes standard upon which decision is based, expected degree of change e.g.: age, grade, developmental level, time, location
- 4) As measured by...

Short-Term Objectives





- States expected performance of the student
- Aligned with Arizona Academic Standards performance objectives
- Must have a minimum of two objectives that support the goal
- Has four components



Short-Term Objectives


-  1) Proposed performance - how student will demonstrate skill or knowledge
 - e.g.: read, match, solve, copy, measure
-  2) Area - what the student will learn
 - e.g.: fractions, writing a paragraph, colors
-  3) Criterion - degree of change
 - e.g.: accuracy, frequency, appropriately
-  4) As measured by...
 - e.g.: Teacher or chapter tests, behavior checklists, etc...


Benchmarks

-  States observable/measurable behavior that provides evidence of student's performance relative to the annual goal-usually based on milestone steps of time
-  Has **two** components
-  1) **Proposed performance** - how student will demonstrate skill or knowledge
 - Examples: draw, read, match, solve, copy, measure
-  2) **Area** - what the student will learn
 - Examples: directions, vocabulary, fractions, colors, capitalization


SAMPLE

 AZ Academic Standard - R-R1. Identify characters in a story and retell stories in sequence.

 Annual goal - Student will be able to identify characters and story sequencing at the readiness level as measured by teacher created worksheets.

 Objectives - 1) Identify main characters in a story with 85% accuracy, as measured by teacher worksheets. 2) Retell stories in sequence with 80% accuracy, as measured by chapter tests.

Statement of Special Education Services (300.347 (a)(3))

 A statement of the special education and related services and supplementary aids and services to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided for the child to

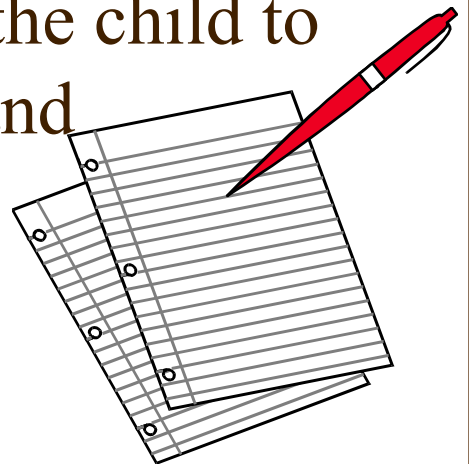
- advance appropriately toward attaining the annual goals
- be involved in and progress in the general curriculum and to participate in extracurricular activities and nonacademic activities
- be educated and participate with other children with disabilities and nondisabled children

IEP Accountability (300.350)

Provision of Services


 Each public agency **MUST**

- provide special education and related services to a child with a disability in accordance with the child's IEP
- make a good faith effort to assist the child to achieve the goals and objectives and benchmarks listed in the IEP



Statement of Related Services



(300.24 (b))

-  IDEA regs outline 15 areas of related services to be considered based on individual educational needs including
- Audiology, counseling services, early identifications and assessments, medical services, occupational therapy, orientation and mobility services, parent counseling and training, physical therapy, psychological services, recreation, rehabilitative counseling services, school health services, social work services in school, speech and language pathology services, and transportation

Assistive Technology



300.308 (a)(1-3)(b)




-  Each public agency shall ensure that assistive technology devices or assistive technology services, or both, are made available to a child with a disability if required as part of the child's special education under 300.26, related services under 300.24, or supplementary aids and services under 300.38 and 300.550 (b)(2)
-  On a case-by-case basis, the use of school purchased assistive technology devices in a child's home or in other settings is required if the child's IEP team determines that the child needs access to those devices in order to receive FAPE

Supplementary Aids and Services

300.347 (a)(3)

- 
-  A statement of the special education and related services and supplementary aids and services to be provided to a child , or on behalf of of the child, and a statement of program modifications or supports for school personnel that will be provided for the child
- To advance appropriately toward attaining annual goals;
 - To be involved in and progress in the general curriculum and participate in extracurricular or nonacademic activities activities; and
 - To be educated and participate with other children with disabilities and nondisabled children

Program Supports for School Personnel 300.347 (a)(3)

 Supports can be written into the IEP to assist the educator in providing specialized instruction to the child based on their individual needs.

 Examples may be

- materials- recorded books, specialized equipment required to meet the student's needs, modifying content...
- consultations-instructional strategies, providing explanation of instructional materials, teacher available to answer questions...
- training activities- behavior management, characteristics associated with specific disabilities, implementation of IEP, specialized packaged instructional program
- other services- paraprofessionals, volunteers, peer tutor, buddy system

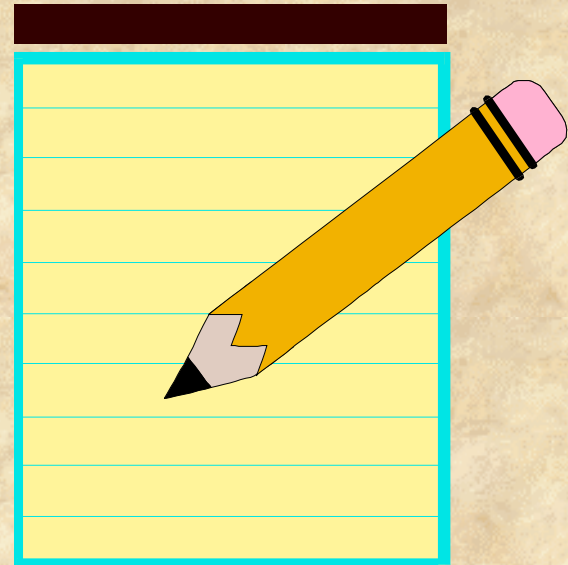
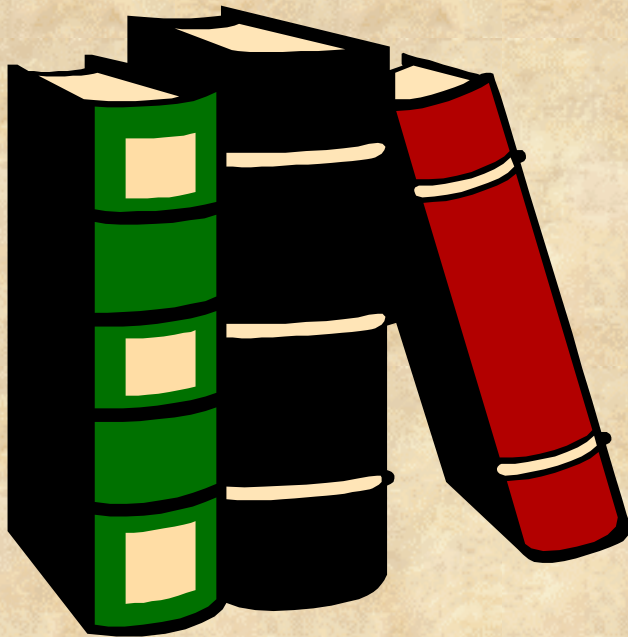
Extended School Year

300.309

- ☞ Ensure that ESY services are available as necessary to provide FAPE based on IEP team determination, in accordance with 300.340-300.350 and ARS 15-881.
- ☞ LEA established procedures and criteria for determination of ESY services based on revised policies and procedures (Checklist pp. 34-36) and AZ-TAS ESY document.



State Mandated Assessments in Secure Care Facilities



Summary of Testing


AIMS

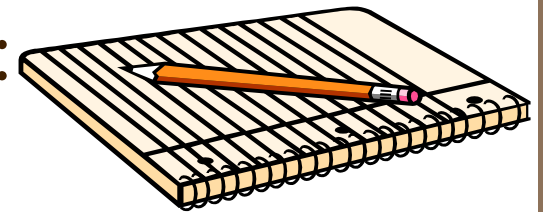
- Grades 3,5,8,10 or age 9,11,14, and 16
- Criterion-referenced
- Out-of-level testing based on instructional level
- Adaptations based on the IEP
- Graduation Requirement- IEP specifies the level required to graduate
- Alternate test-AIMS-A based on the functional standards

Stanford 9

- Grades 2-11
- Norm-referenced
- Out-of-level testing based on instructional level
- Adaptations based on IEP and may require special coding
- NOT a graduation requirement
- AIM-A, Form 2 may be used as an alternate

FAPE

 For students with disabilities convicted as adults **AND** incarcerated in adult prisons 300.311(b), the following requirements **DO NOT** apply:



- The requirements contained in 300.138 and 300.347 (a)(5)(I) (relating to participation of students with disabilities in general assessments)

FAPE/GED

☞ Students who are identified as special education and are in the process of taking their GED OR have earned their GED, should be afforded the same opportunity to participate in state assessments.


☞ Students with a GED are entitled to special education and related services until age 22 or they receive a REGULAR HIGH SCHOOL DIPLOMA.
300.122(3)(ii)




OSEP 00-24




Clarification

 Memo dated 8-24-00 from Kenneth Warlick, Director of OSEP (www.ed.gov),

 **Question #4:** May an IEP team exempt children with disabilities from participating in state or district-wide assessments?





 **ANSWER:** **NO**. The IEP team determines **HOW** individual students with disabilities participate in assessment programs, **NOT WHETHER**. The only student exempted from participation in general state or district-wide assessment programs are students with disabilities convicted as adults under state law and incarcerated in adult prisons (300.311 (b)(1)).

Graduation and AIMS

-  The AIMS is a high stakes test that ALL STUDENTS must pass to graduate from high school in Arizona.
-  Beginning at 9th grade, the IEP team MUST determine the LEVEL of AIMS test (based on instructional level in ALL areas of disability) AND whether the student must **MEET** the standard or **APPROACH** the standard. IT MUST BE DOCUMENTED ON THE IEP.
-  The student must have the same opportunity to re-take the AIMS if necessary for graduation.

Documentation in the IEP for Assessments

IEP team decision to identify:

-  Specific content area (out-of-level based on PLEP/goals)
-  Standard/Grade level of test based on instructional level
-  Performance level required to pass for graduation-approaches the standard or meets the standard
-  Statement of adaptations needed for student to participate - accommodations and modifications based on PLEP

AIMS Update (11/27/00)

 On 11/27/00, the state Board of Education acted on the following:

- Approved a motion to suspend the requirement to pass the AIMS in a specified content level to earn a high school diploma for special education high school students whose IEP specify out-of-level testing in that area. The suspension requirement only applies to the content area which is administered out-of-level.
- Approved continuation of out-of-level testing to high school students if specified in their IEP in the spring of each year; and the placement of the highest score on the students' transcripts.

AIMS Update (11/27/00)

Approved suspending future fall testing for special education high school students whose IEP specifies out-of-level testing. Grades 3, 5, and 8 AIMS tests are not available for re-testing in the fall.

Approved requiring high school special education students who test on-level to meet the performance requirements as stated in their IEPs in order to qualify for a high school diploma.

- Performance levels must be specified on their IEPs who are testing on-level must be “approaches the standard” or above.
- On-level special education students will have five (5) opportunities to take AIMS and are required to pass AIMS as specified by their IEPs. (Cohort class of 2002 and 2003 must pass reading and writing, and 2004 must pass reading, writing and mathematics).

Adaptations

Least Restrictive Environment
(General Curriculum)

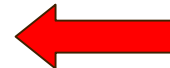
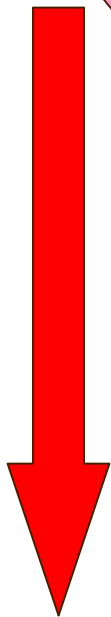
Accommodations

**Environmental
changes**

Modifications

Changes to content

Most Restrictive Environment



Accommodations

- ☞ Provisions made in how a student accesses and demonstrates learning
- ☞ Does not substantially change the instructional level, the content, or the performance criteria
- ☞ Changes are made to provide a student equal access to learning and equal opportunity to demonstrate what is known

Modifications

- ❏ Substantial changes in what a student is expected to learn and to demonstrate
- ❏ Changes may be made in the instructional level, the content, or the performance criteria
- ❏ Changes are made to provide a student with meaningful and productive learning experiences, environments, and assessments based on individual needs and abilities

Stanford 9

- ☞ IEP must document all information regarding
 - participation (out-of level based on instructional level)
 - accommodations and modifications
- ☞ Accommodations and modifications for assessment must correlate with instruction
- ☞ Accommodations may neither alter the content of the test, nor provide inappropriate assistance to the student with the content of the test

Section 504

AIMS and Stanford 9 assessment:

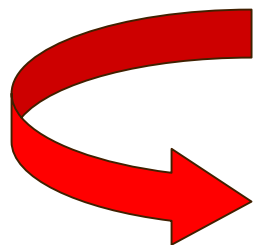
- Students with 504 cannot be tested out-of-level
- Permitted to provide accommodations, but no modifications.



More Information

www.ade.az.gov

School Support Programs



- Academic Standards and Accountability
- Exceptional Student Services - Secure Care
- Career and Technical Education
(transition/career pathways)